DOCUMENT RESUME

ED 424 397 CE 077 317

AUTHOR Mergendoller, John R.; Michaelson, Andrew; Horan, Carolyn
TITLE What's Happening with the Marin County Class of 1990?
INSTITUTION Beryl Buck Inst. for Education, Novato, CA.
PUB DATE 1998-09-00
NOTE 44p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Rank; *County School Districts; Education Work Relationship; *Educational Attainment; *Educational Attitudes; Graduate Surveys; *High School Graduates; High Schools; Higher Education; Influences; *Outcomes of Education; Questionnaires; Sex Differences; Tables (Data)
IDENTIFIERS *California (Marin County)

ABSTRACT

In spring 1997, members of the 1990 graduating classes of 12 public and private high schools in Marin County, California, were surveyed regarding their accomplishments after high school and their perceptions of the quality of their high school education. Surveys were mailed to 1,932 members of the class of 1990. A 34.3% response rate (662 completed surveys) was achieved. By spring 1997, 62.6% of the respondents had attained a degree from a four-year college and an additional 11.8% had attended, but not completed, a four-year college. Overall, 73.1% of the respondents were working full time in fall 1996, earning a median salary of $25,200. Of those attending four-year colleges, 64.3% stated that their high school education had prepared them well or very well in reading and writing. Of the respondents, 45.7% had enrolled in a two-year or technical school at some point during their postsecondary education. Compared with respondents without a four-year college degree, college graduates worked in a wider variety of fields and were most likely to be employed in fields associated with higher earning potentials. (Fifteen tables/figures are included. Appended are a compendium of 10 tables and the survey instrument.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

BUCK INSTITUTE FOR EDUCATION

ED 424 397

What's Happening with the Marin County Class of 1990?

September 1998

John R. Mergendoller, Ph.D.
Andrew Michaelson, Princeton Fellow
Carolyn Horan, Ed.D.

Buck Institute for Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

A Michaelson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE077317

BEST COPY AVAILABLE

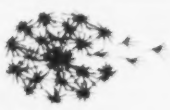
The Buck Institute for Education

The Buck Institute for Education is a research and evaluation institution dedicated to improving schools by advancing knowledge about the practice of teaching and the process of learning. The Institute develops and pilots innovative educational practices and programs in collaboration with teachers and school administrators, applies these practices in classrooms, evaluates their effects, and disseminates the results.

This Institute conducts evaluation of programs and projects for public education and services agencies.

The Institute also provides, on contract, evaluation of projects funded by public and private schools, private foundations and businesses.

The Institute receives permanent funding from the Leonard and Beryl Buck Trust, and funding for specific projects from grants and contracts.



Buck Institute for Education
18 Commercial Boulevard
Novato, CA 94949
Tele: 415.883.0122
FAX: 415.883.0260

What's Happening with the

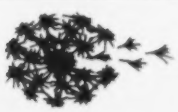
Marin County Class of 1990?

September 1998

John R. Mergendoller, Ph.D.
Andrew Michaelson, Princeton Fellow
Carolyn Horan, Ed.D.

Buck Institute for Education

Copyright © Buck Institute for Education, 1998. All rights reserved.



Buck Institute for Education
18 Commercial Boulevard
Novato, CA 94949
Tele: 415.883.0122
FAX: 415.883.0280

Table of Contents

Executive Summary III

Part I: Introduction 1

What is the purpose of this survey? 1
How was the survey administered and analyzed? 1
What was the composition of the Marin County Class of 1990? 2
What is included in this report? 2

Part II: Educational Attainment 3

What post-secondary educational paths did the students pursue? 3
How many students enrolled in two-year or technical schools? 4
How many students graduated from four-year college? 4
Did men and women attain equal education? 5
Were students who excelled academically in high school likely to attain higher levels of post-secondary education? 5
How many students enrolled in colleges located in California? 5
Once at these institutions, what degrees did the students earn? 7
What reasons did students give for selecting a specific four-year college? 7
What reasons did students give for selecting a specific two-year or technical college? .. 8

Part III: Work Experience 9

In what fields were the students of the Marin County Class of 1990 working? 9
What salaries were reported? 10
Did salaries differ according to gender and class rank in high school? 11
Did salaries differ according to field of employment? 11
What reasons did students give for selecting their full-time employment? 11
What were students' expectations regarding their future employment? 12

Part IV: Preparation for Post-Secondary Education and Employment 13

Did students feel that they were well prepared for four-year college? 13
Did students feel that they were well prepared for two-year and technical schools? 14
Did students feel that they were well prepared for employment? 15
Did students gain valuable work experience during high school? 15

Part V: Discussion **16**

Two-year and technical colleges play a significant role in educating Marin County graduates 16
Education opens doors to employment 16
Women are more focused on education and employment than men 17
Post-secondary educational and employment experiences vary according to a student's class rank in high school 18
Concluding remarks 19

Endnotes **21**

Appendix A: Compendium of Tables **A.1**
Appendix B: Survey Instrument **B.1**

List of Figures

1 Post-Secondary Educational Paths 3
2 Educational Attainment, by Class Rank in High School 6
3 Reasons Given for Selection of Four-Year College 8
4 Fields of Full-Time Employment 9
5 Reasons Given for Selection of Full-Time Employment 12
6 Preparation for Four-Year College 13
7 Preparation for Four-Year College, by Class Rank in High School 14

List of Tables

1 Marin County High Schools Participating in Survey 1
2 Enrollment in Two-Year or Technical Schools 4
3 Educational Attainment, by Gender 5
4 Distribution of Enrollment in Four-Year Colleges 6
5 Breakdown of Full-Time Salaries, with Median 10
6 Students' Expectations Regarding Future Employment 12
7 Relationship Between Educational Attainment and Field of Employment 17
8 Comparison of 1st Quintile and 5th Quintile Students' Survey Responses 19

A.1 Survey Response Rates A.1
A.2 Educational Attainment A.2
A.3 Reasons Given for Selection of Four-Year College, by Gender A.3
A.4 Reasons Given for Selection of Two-Year or Technical College A.4
A.5 Fields of Full-Time Employment A.4
A.6 Reasons Given for Selection of Full-Time Employment, by Gender A.5
A.7 Preparation for Four-Year and Two-Year College A.5
A.8 Preparation for Four-Year College, by Gender A.6
A.9 Preparation for Four-Year College, by Class Rank in High School A.6
A.10 Preparation for Employment A.7

Executive Summary

During the spring of 1997, the Buck Institute for Education surveyed the graduates of the Marin County Class of 1990. Including the graduates from both public and private high schools, this comprehensive study reviews the post-secondary accomplishments of Marin County students as a whole, and also examines the graduates' perceptions of the quality of their high school education.

Post-Secondary Experiences

The graduates of the Marin County Class of 1990 attained post-secondary education well above the national average. By the spring of 1997, 62.6% of the Class of 1990 had attained a degree from a four-year college. An additional 11.8% had attended, but not completed, four-year college.

The most important reasons given for the students' selection of their four-year college were the school's reputation of academic excellence, the availability of a specific curriculum or courses, and the school's geographic location. Among those students enrolling in four-year colleges, 66.3% attended California public schools. An additional 13.4% enrolled in private institutions located in California.

Overall, 73.1% of the Class of 1990 was working full-time during the fall of 1996, earning a median salary of $25,200. The most common fields of employment were retail (10.4%), high-tech/computers (9.9%), and education/academia (9.9%). In nearly every field of employment, males were earning higher salaries than females.

Preparation for Post-Secondary Experience

Among students attending four-year college, 64.3% reported that their high school education prepared them "Well" or "Very Well" in reading and writing. A smaller percentage, 54.0%, reported that they were "Well" or "Very Well" prepared in mathematics. Students perceived that they were least well prepared in using technology, in public speaking, and in study skills, with, respectively, 53.3%, 33.5%, and 28.1% reporting that they were "Poorly" or "Very Poorly" prepared.

Among students attending four-year college, those who ranked toward the bottom of their high school class reported that they were not as well prepared for post-secondary education as those who ranked near the top of their class. In addition, students attending two-year and technical schools reported that they were not as well prepared for their post-secondary education as students attending four-year college.

Key Findings

Two-year and technical colleges play a significant role in educating Marin County graduates. Among students graduating in the Marin County Class of 1990, 45.7% enrolled in a two-year or technical school at some point during their post-secondary education.

Post-secondary educational attainment "opens doors" to employment opportunities. Students with degrees from four-year colleges are working in a wider variety of fields, and are more likely to be working in fields commonly associated with a higher earning potential.

Women are generally more focused on education and employment than men. More women attain post-secondary education than men, and women are more likely than men to select a four-year college based on its academic reputation, and its record of placement in jobs and graduate programs.

Post-secondary educational and employment decisions vary according to a student's class rank in high school. Students graduating from high school toward the top of their class are significantly more likely to move away from home, attain a bachelor's degree, and pursue career-oriented employment. Students graduating toward the bottom of their high school class, on the other hand, are significantly more likely to attend two-year or technical college, and seek full-time employment with good pay.

The integration of the community and the workplace into the classroom can inspire students to attain further education which, in turn, opens doors to employment. A majority of students completing paid or unpaid work or community service during high school reported that this experience inspired them to attain further education. The value of these work experiences and internships warrants increased attention from high school educators.

Part I: Introduction

What is the purpose of this survey?

"What's Happening with the Marin County Class of 1990?" is a survey intended to gather information regarding the various paths of students who graduated in 1990 from the Marin County high schools listed in Table 1. In particular, the survey examines the students' educational attainment and work experiences since graduation, and how these accomplishments have been influenced by the students' high school preparation. The survey was designed and administered by the Buck Institute for Education, in collaboration with Marin County school administrators, and conducted six and one-half years after the students surveyed had graduated from high school.

Novato High School	Terra Linda High School
Redwood High School	Tomales High School
San Marin High School	Branson School*
San Rafael High School	Marin Academy*
Sir Francis Drake High School	Marin Catholic High School*
Tamalpais High School	San Domenico Upper School*

* Private School

Table 1: Marin County High Schools Participating in Survey

How was the survey administered and analyzed?

In January of 1997, the Buck Institute for Education mailed surveys to each of the 1,932 students who graduated in 1990 from those high schools participating in the survey.[1] To increase the response rate, the Buck Institute for Education offered to make a $3 donation to the high school of each survey respondent. In March, the survey was mailed a second time to those students who had not yet responded to the first mailing. In addition, we contacted neighbors, as well as students who had returned the survey, and asked them for the current addresses of those students who had not responded.

Overall, 662 surveys were completed and returned, yielding an overall response rate of 34.3%. Detailed figures regarding the response rate are presented in Appendix A (Table A.1, Page A.1). For surveys of this type, this response rate is about what would be expected, and is better than that used in many studies and publications. Moreover, standard statistical techniques have been utilized to ensure that the returned surveys accurately represent the Marin County graduating class as a whole.[2] For example, it was noted that women more frequently returned surveys than men, and students ranking toward the top of their high school class more frequently returned

surveys than those ranking toward the bottom. To correct for this situation, the returned surveys have been weighted to ensure that those groups with lower response rates are appropriately represented.

In addition to the data collected from student surveys, information was also obtained directly from participating high schools. Of most importance were the students' high school grade-point-averages, which enabled the presentation of survey data according to a student's class rank in high school.[3] Throughout this report, students will be classified by their **quintile**. Those graduating in the top 20% of their high school class are placed in the 1st quintile, the next 20% are placed in the 2nd quintile, etc. Students dropping out of high school prior to graduation did not participate in this survey.

The survey instrument is located in Appendix B (Page B.1). It should be noted that on survey questions regarding education, respondents reported attainment achieved up to the time of survey completion during the spring of 1997. Questions regarding work experience, however, all refer to the students' employment during the first week of November 1996. This enabled us to be as accurate as possible regarding education, and allowed us to compare fields of employment and salaries at a fixed point in time.

What was the composition of the Marin County Class of 1990?

The class represented in this survey, after weighting, was comprised of 51.1% females and 48.9% males. The population was 87.3% Caucasian, 3.8% Asian, 3.1% Latino, 2.3% African-American, and 3.6% from Other Ethnic Backgrounds. These distributions are within (plus or minus) one percent of the actual figures for this class as reported in the California Basic Educational Data System (CBEDS). This confirms that the survey's weighted population is representative of the actual class.

What is included in this report?

The report is divided into five sections. The first is this introduction, which provides background information regarding the survey's intent, administration, and analysis. The second section presents data regarding the students' post-secondary educational experiences. In the third section, we shift focus to the students' work experiences since their graduation from high school, including chosen fields of employment and current salaries. In the fourth section we examine the students' perceptions of how well high school prepared them for the demands of post-secondary education and employment. Finally, general trends are discussed in the fifth section. As noted by page and table numbers in parentheses, information presented throughout the report is supported by data tables located in Appendix A. Throughout the report, numbers may not add up to exactly 100.0% due to rounding.

Part II: Educational Attainment

What post-secondary educational paths did the students pursue?

As depicted in Figure 1, the most common path taken by the students of the Marin County Class of 1990 was to go directly from high school to four-year institutions, a path followed by 48.6% of all students. An additional 25.8% enrolled in four-year institutions after first attending two-year or technical college, bringing the total enrollment in four-year colleges to 74.4%.

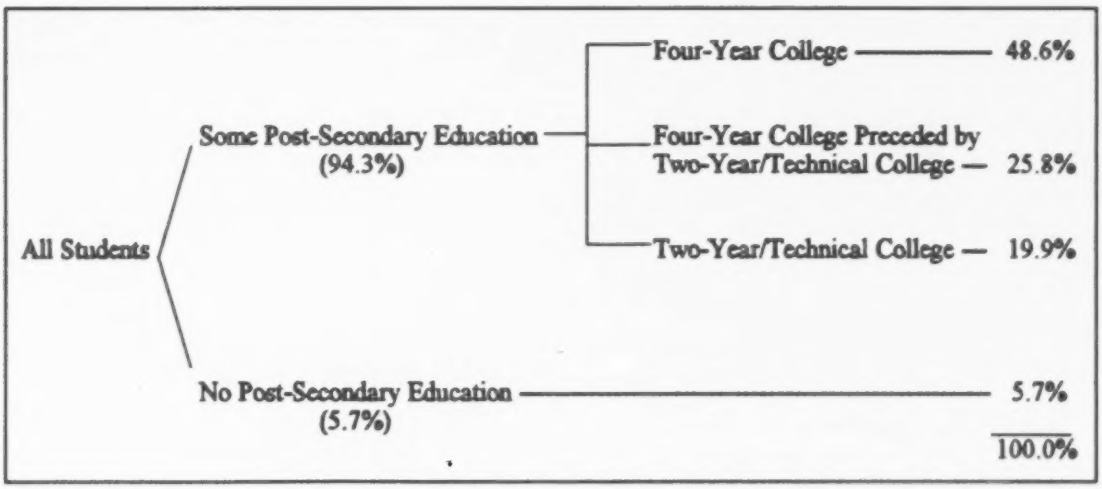


Figure 1: Post-Secondary Educational Paths

The post-secondary education attained by Marin students compares favorably with national figures, as calculated by the National Center for Education Statistics in the National Education Longitudinal Study (NELS).[4] The NELS survey, which tracked the progress over six years of students nationwide who were in the eighth grade in 1988, reports that nationally only 37.0% of the Class of 1992 enrolled in four-year colleges, while 37.3% received no post-secondary education. As the NELS survey pertains to students who have only been out of high school for two years, and also includes students who have dropped out of high school, one should expect the NELS figures to be lower than those calculated for Marin. Nevertheless, 74.4% of the Marin County Class of 1990 had already enrolled in four-year college, a figure large enough to support the fact that Marin students are attaining post-secondary education well above the national average. Moreover, 79.2% of Marin students reported that they plan to continue their education within the next two years.

How many students enrolled in two-year or technical schools?

As can be seen in Figure 1, a total of 45.7% (19.9% + 25.8%) of the Marin County Class of 1990 enrolled in a two-year or technical school at some point during their post-secondary education. It is worth noting that enrollment in two-year and technical schools was highly correlated with a student's class rank in high school. Based upon class rank in high school, students have been divided into **quintiles**, where the 1st quintile represents the top 20% of the class, the 2nd quintile represents the next 20%, etc. The 5th quintile, therefore, represents students whose grade-point-average is among the bottom 20% of their high school class. Table 2 presents the percentage of students enrolling in two-year or technical schools according to the student's class rank. Among 1st quintile students, 13.4% enrolled in a two-year or technical school, of whom 93.2% went on to enroll in a four-year college. On the other hand, 73.3% of the 5th quintile enrolled in a two-year or technical school, of whom 25.9% went on to enroll in a four-year college.

	Percent attending or completing two-year or technical school:	Percent of these students going on to attend a four-year college:
All Students	45.7	56.2
1st Quintile	13.4	93.2
2nd Quintile	39.9	82.5
3rd Quintile	51.6	68.9
4th Quintile	57.2	50.6
5th Quintile	73.3	25.9

Table 2: Enrollment in Two-Year or Technical Schools

How many students graduated from four-year college?

Figure 1 presents the fact that 74.4% of the Class of 1990 at some point enrolled in a four-year institution. However, it is important to remember that not all of these students completed their education at these schools. For this reason, the students' educational attainment is presented in Table 3, which shows that 62.6% of the class had, by the fall of 1996, earned a degree from a four-year college. An additional 11.8% of the class had attended (but not yet graduated from) four-year college. Not presented in Table 3 is the fact that 17.6% of the class had already attended graduate school (Table A.2, Page A.2).

	Complete Four-Year College	Attend (but not complete) Four-Year College	Attend/Complete Two-Year or Technical School	No Post-Secondary Education
All Students	62.6%	11.8	19.9	5.7
Males	58.8	11.0	22.5	7.8
Females	66.3	12.7	17.4	3.7

Table 3: Educational Attainment, by Gender

Did men and women attain equal education?

Table 3 demonstrates the fact that women were slightly more likely than men to pursue post-secondary education and attain a degree from a four-year college. For example, 66.3% of women had completed four-year college, compared to 58.8% of men. In addition, 3.7% of women, compared to 7.8% of men, had received no post-secondary education. At the same time, men were more likely than women to attend or complete two-year or technical school (Table A.2, Page A.2).

Were students who excelled academically in high school likely to attain higher levels of post-secondary education?

A strong indicator of a student's post-secondary educational attainment was academic achievement in high school. As can be seen in Figure 2, among those students finishing high school in the top 20% of their class, 95.0% had already completed four-year college. Among those students in the 5th quintile, only 19.9% had, thus far, completed four-year college. Meanwhile, the educational attainment of 54.3% of the 5th quintile was attending or completing two-year or technical school (Table A.2, Page A.2).

How many students enrolled in colleges located in California?

Among those students enrolling in four-year colleges, 79.6% went to school in California, with 66.3% enrolling in California public schools, and 13.4% enrolling in private institutions located in California. This information is presented in Table 4. These figures are higher than those corresponding to the nation as a whole. Among students nationwide enrolling in four-year colleges, 72% remained in-state for four-year college.[5]

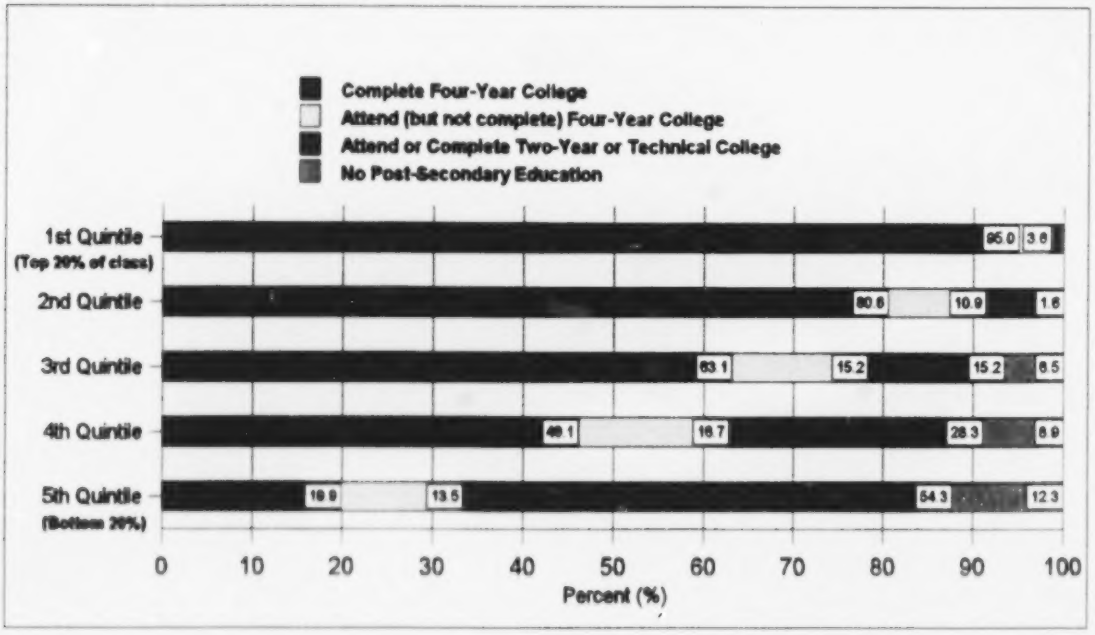


Figure 2: Educational Attainment, by Class Rank in High School

	Percent Enrolling in Public School in CA	Percent Enrolling in Private School in CA	Percent Enrolling in Public School Out-of-State	Percent Enrolling in Private School Out-of-State
All Students	**66.3**	**13.4**	**9.3**	**11.0**
Males	68.8	12.9	7.3	11.0
Females	64.0	13.8	11.1	11.1
1st Quintile	62.2	15.5	7.1	15.2
2nd Quintile	67.5	11.3	12.5	8.7
3rd Quintile	70.5	13.8	11.0	4.8
4th Quintile	67.0	16.2	3.7	13.1
5th Quintile	67.7	0.0	21.1	11.3

Note: For students attending multiple schools, a public and/or in-state school was given priority.

Table 4: Distribution of Enrollment in Four-Year Colleges

It was slightly more common for men to remain in-state for four-year college (81.7%) than for women (77.8%). Also noteworthy is the fact that those students who ranked at the top of their high school class and those students who ranked at the bottom of their high school class were least likely to remain in California to attend four-year college.

Among those attending two-year or technical colleges, 96.6% remained in California, with 89.4% attending public schools in California and 7.2% attending private schools in California.

Once at these institutions, what degrees did the students earn?

Among those students completing four-year college, 66.6% earned a bachelor of arts degree, while 30.8% earned a bachelor of science degree. Among those earning degrees from two-year colleges, 76.1% earned an associate of arts degree, and 19.4% earned an associate of science degree.

What reasons did students give for selecting a specific four-year college?

The most important reasons given for the students' selection of a four-year college, as presented in Figure 3, were the school's reputation of academic excellence, the availability of a specific curriculum or courses, and the school's geographic location. In fact, 73.3% rated their four-year college's reputation of academic excellence to be a "Very Important" reason behind their decision. Among students nationwide that figure was only 64%. In addition, 22.4% of Marin students reported that the availability of financial aid was "Very Important," compared to 44% nationwide.[6]

All but three of the reasons listed in Figure 3 were rated "Very Important" by a greater percentage of women than men (Table A.3, Page A.3). For example, 77.4% of women, compared to 68.4% of men, believed that the school's academic reputation was "Very Important." The school's ethnic composition was rated "Very Important" by 11.2% of women, but 2.1% of men. A school providing a low-crime environment was rated "Very Important" by 19.7% of women, and 14.0% of men. The three reasons which were rated "Very Important" by a higher percentage of men were the school's athletic reputation, the quality of the school's social life, and the ability to attend the same school as one's parents.

It is worthwhile to note that some responses to these questions differed according to the student's class rank in high school. For example, 22.1% of the 1st quintile (top 20% of the class) reported that the school's social life was "Very Important," compared to just 7.3% of the 5th quintile. In addition, 42.9% of the 1st quintile reported that the chance to live away from home was "Very Important," compared to just 24.8% of the 5th quintile. There was little difference in the percentage of 1st quintile and 5th quintile students reporting that the availability of financial aid was "Very Important."

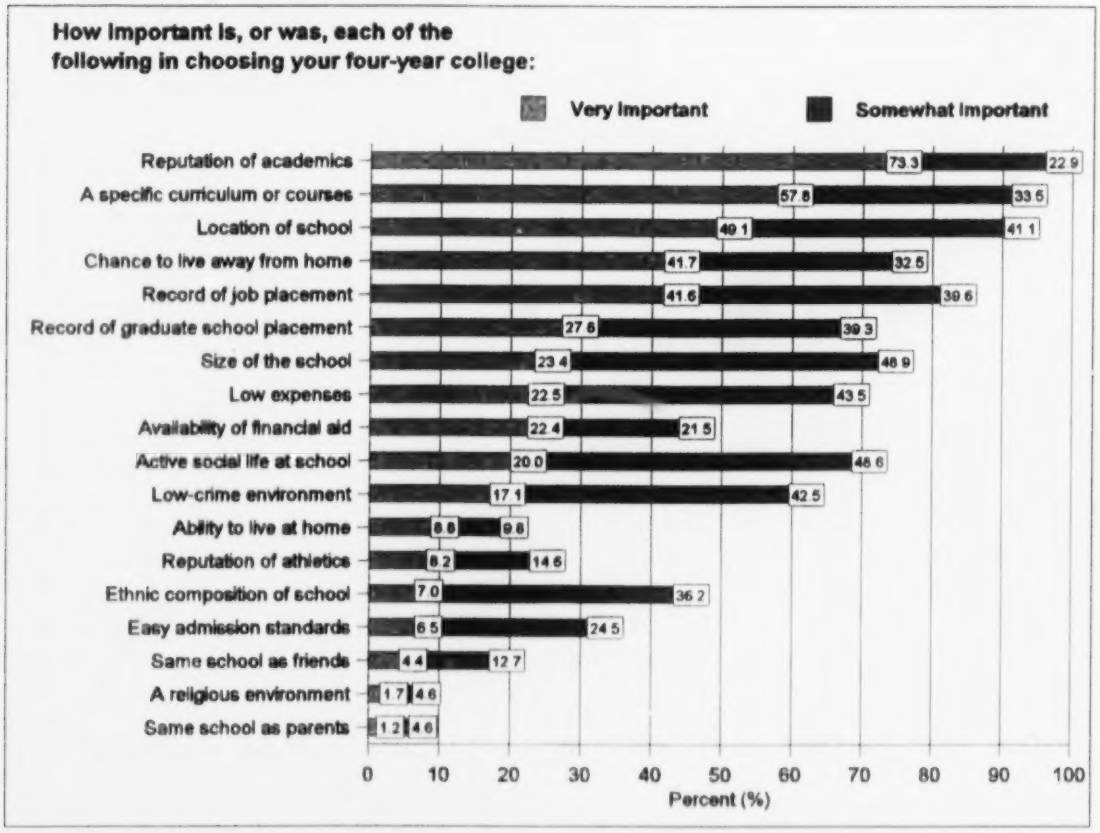


Figure 3: Reasons Given for Selection of Four-Year College

What reasons did students give for selecting a specific two-year or technical college?

The most important reason given for the selection of a two-year or technical school was the school's ability to provide a specific curriculum or courses, a reason rated "Very Important" by 61.3% of students attending two-year or technical school (Table A.4, Page A.4). In addition, 37.2% rated the school's low expenses to be "Very Important" (compared to 22.5% of those attending four-year colleges), and 26.7% reported that the opportunity to live at home while attending school was "Very Important."

Part III: Work Experience

In what fields were the students of the Marin County Class of 1990 working?

Overall, 73.1% of the Marin County Class of 1990 was working full-time. The various fields of employment among full-time workers are presented in Figure 4. The most popular fields were retail, high-tech/computers, and education/academia. Also well-represented were finance/banking, entertainment/tourism/recreation, and restaurant/hotel. The category "Other" includes employment in fine arts, agriculture, architecture, manufacturing, transportation, social and human services, environmental reform and consulting, fashion, design (interior and commercial), shipping, publishing, insurance, business services, and miscellaneous sales, marketing, and clerical positions (Table A.5, Page A.4).

There are certain fields whose employees were predominantly women, including education/academia (73% women), retail (73% women), and healthcare/medicine (85% women). The two fields whose employees are predominantly men are high-tech/computers (62% men) and construction/landscape (95% men).

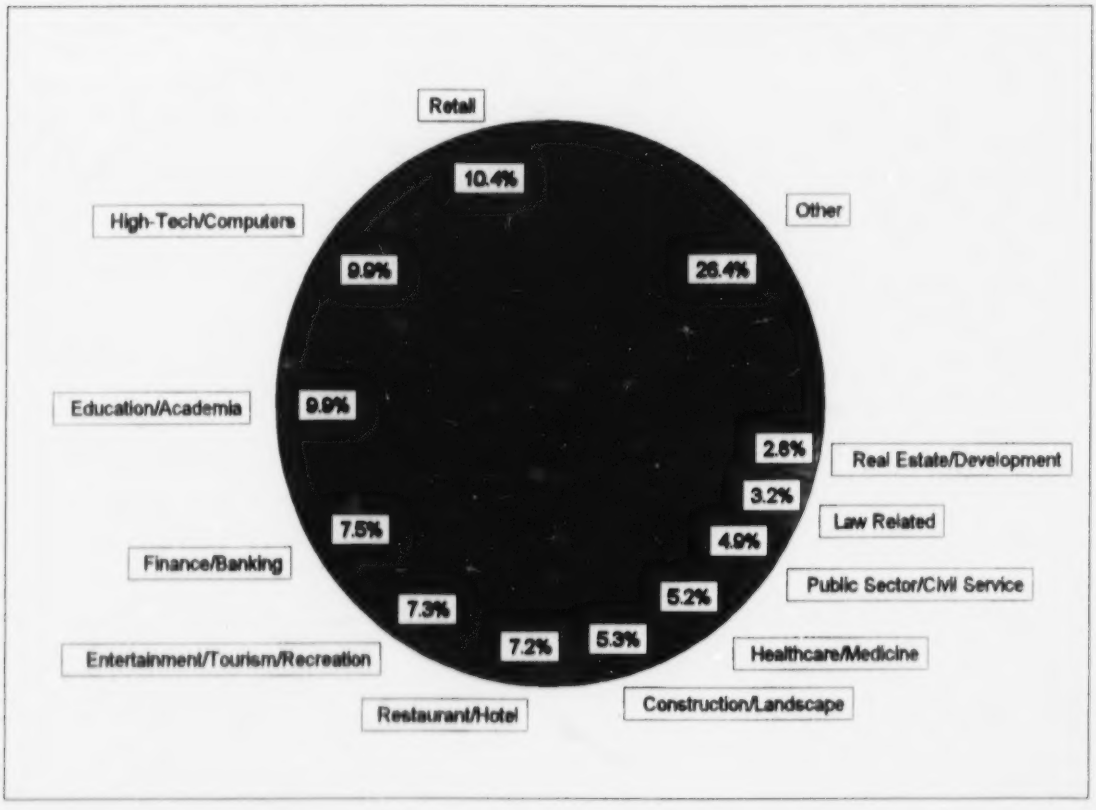


Figure 4: Fields of Full-Time Employment

What salaries were reported?

Table 5 presents the distribution of salaries of full-time workers, including the differences that exist according to gender, class rank in high school, and field of employment. As with most discussions regarding salary, Table 5 presents the **median** salary, rather than the mean or average salary.[7] The median represents the middle value in a sequence of numbers. It should be noted that 25% of all workers earn a salary between the minimum and the 25th percentile, 25% of all workers earn between the 25th percentile and the median, 25% earn between the median and the 75th percentile, and 25% earn between the 75th percentile and the maximum. Among full-time workers, the median salary was $25,200, and the middle 50% of workers earned between $20,400 and $33,000. While the top 5% of workers earned above $55,000, the bottom 5% of workers earned below $14,300. Among part-time workers, the median salary was $12,000.

	Minimum	25th Percentile	Median	75th Percentile	Maximum
All Full-Time Workers	**$3,600**	**20,400**	**25,200**	**33,000**	**300,000**
Males	9,880	20,800	**27,500**	36,400	300,000
Females	3,600	20,000	**24,960**	30,000	62,400
1st Quintile	3,600	21,008	**27,000**	35,000	72,800
2nd Quintile	9,600	20,800	**26,400**	35,000	80,000
3rd Quintile	10,000	20,800	**24,960**	30,000	104,000
4th Quintile	15,080	20,080	**24,960**	35,000	300,000
5th Quintile	9,880	17,940	**22,880**	30,000	78,000
High-Tech	14,560	26,000	**30,000**	40,000	104,000
Finance/Banking	9,600	21,632	**30,000**	36,000	70,000
Healthcare	12,000	19,200	**26,000**	37,440	57,000
Construction	11,440	20,800	**26,000**	31,200	52,000
Entertainment	8,160	18,000	**25,500**	38,800	100,000
Education	12,000	20,000	**24,980**	29,000	55,000
Real Estate	18,720	20,400	**24,960**	40,000	300,000
Public Sector	3,600	22,250	**24,960**	39,600	60,000
Law Related	17,680	21,500	**24,930**	34,500	72,800
Restaurant	9,880	16,800	**23,400**	30,000	70,000
Retail	9,600	18,720	**22,360**	29,000	62,400

Table 5: Breakdown of Full-Time Salaries, with Median

Did salaries differ according to gender and class rank in high school?

Table 5 shows that while men earned a median salary of $27,500, women earned $24,960. Moreover, 50% of all men earned salaries between $20,800 and $36,400, while 50% of women earned between $20,000 and $30,000. The discrepancy in median salary that exists between males and females held in nearly every field of work. For example, among those working in retail, men earned a median salary of $31,800, while women earned $22,000. In finance/banking, men earned a median salary of $36,000, while women earned $27,000. In entertainment, men earned a median salary of $32,500, women $24,960.

Among students graduating from high school in the 1st quintile, the median salary was $27,000, with 50% of all students earning between $21,008 and $35,000. Among 5th quintile students, the median salary was $22,880, with 50% earning between $17,940 and $30,000.

Did salaries differ according to field of employment?

As depicted in Table 5, high-tech/computers and finance/banking were, as of November 1996, the most lucrative fields of work for the Marin County Class of 1990. The fields which offered the lowest median salaries were restaurant/hotel and retail. Economic studies of age earning profiles, however, warn against drawing long-term conclusions from these salary data. This is because specific fields of employment are associated with different earning trajectories: salary increases occur at different times in different fields.

What reasons did students give for selecting their full-time employment?

Figure 5 presents the reasons behind the students' decisions to accept their current full-time employment. That the work was interesting was rated "Very Important" by 67.9% of the students, and a majority of the students also reported that it was "Very Important" that the job was fun and provided the opportunity to explore a potential career. A total of 32.2% reported that making a positive contribution to society was "Very Important."

There was very little difference between men and women on this question, including the importance of making a positive contribution to society, a reason rated "Very Important" by 30.4% of men and 34.0% women. The importance of a job paying well was rated "Very Important" by 36.6% of men, and by 44.9% of women (Table A.6, Page A.5).

Among students working full-time, 5.3% were employed in their family business, and 33.9% were working in jobs that were recommended by family or friends.

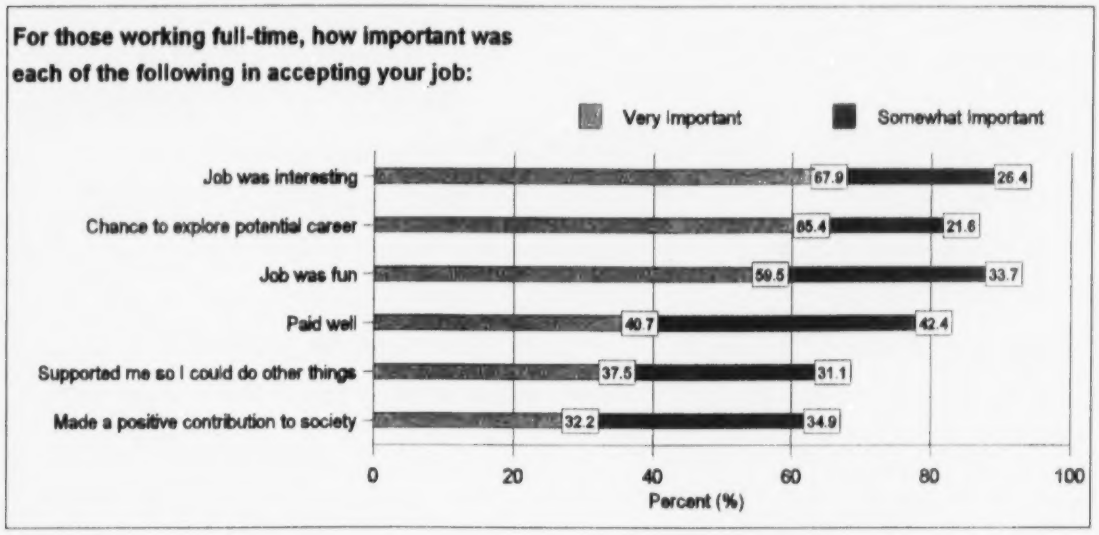


Figure 5: Reasons Given for Selection of Full-Time Employment

What were students' expectations regarding their future employment?

It is a popular belief that in today's business environment, employees expect to work in a variety of fields, and for a variety of employers, before retirement. Table 6 presents students' expectations regarding this issue. On average, students expect to engage in three different occupations and have four different employers before retirement.

How many different occupations do you expect to hold before you retire? .		*How many different employers do you expect to have before you retire?*	
# of Occupations:	% of Students:	# of Employers:	% of Students:
0	1.4	0	2.1
1	25.1	1	12.5
2-3	44.5	2-3	30.5
4-5	16.6	4-5	26.3
6+	12.4	6+	28.6

Table 6: Students' Expectations Regarding Future Employment

Part IV: Preparation for Post-Secondary Education and Employment

Did students feel that they were well prepared for four-year college?

Figure 6 presents the students' perceptions of how well high school prepared them for the demands of four-year colleges. In terms of academics, 64.3% reported that they were "Well" or "Very Well" prepared for college-level reading and writing. A smaller percentage, 54.0%, reported that they were "Well" or "Very Well" prepared in math. The three areas in which students believed they were least well prepared were in the use of technology, public speaking, and study skills (Table A.7, Page A.5).

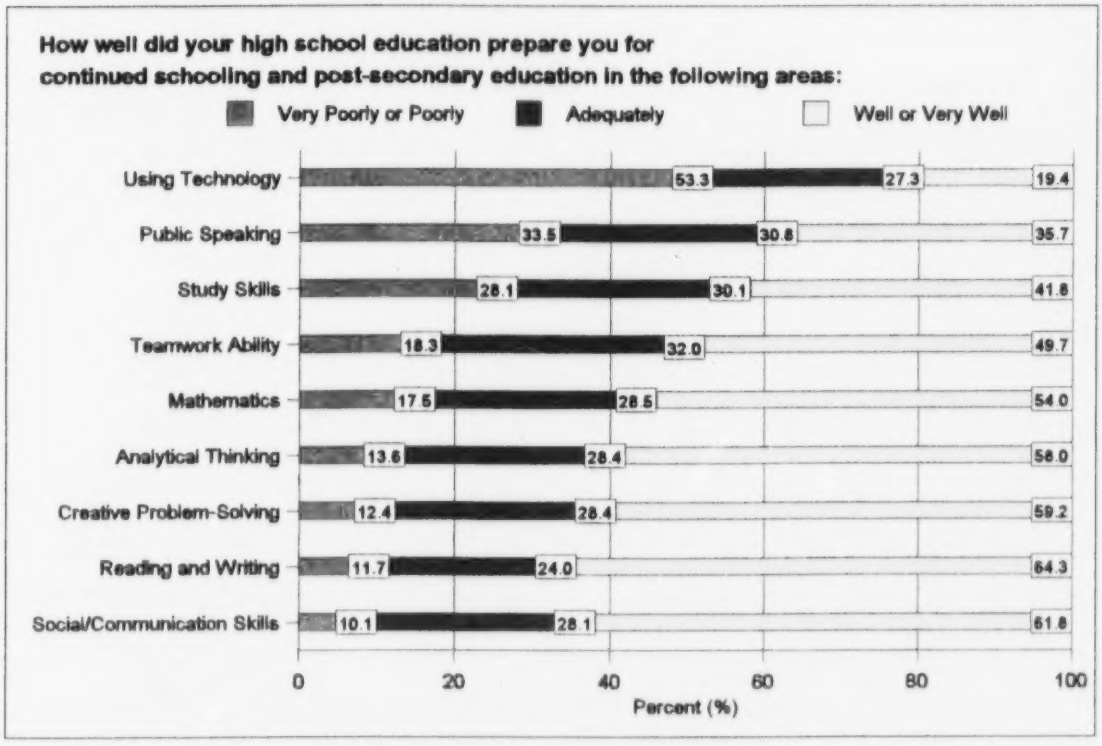


Figure 6: Preparation for Four-Year College

There were some differences between male and female graduates' perceptions of their preparation for four-year college. While 69.7% of women reported that they were "Well" or "Very Well" prepared in reading, 51.1% reported the same regarding math. For men, on the other hand, these figures remained consistent, with 57.9% reporting that they were "Well" or "Very Well" prepared in reading, and 57.4% reporting the same in math. In study skills preparation, 48.2% of women, and 34.3% of men, reported that they were "Well" or "Very Well" prepared (Table A.8, Page A.6).

Among students who attended four-year colleges, those ranking toward the bottom of their high school class reported that their high school education did not prepare them as well for post-secondary education. As depicted in Figure 7, roughly 70% of students in the 1st quintile (top 20% of their high school class) reported that they were well prepared in reading and writing, as well as mathematics. At the same time, 53.2% of students in the 5th quintile stated that they were well prepared in reading and writing, and 35.8% reported that they were well prepared in mathematics. A total of 30.3% of 5th quintile students who went on to attend four-year college reported that they were well prepared in study skills (Table A.9, Page A.6).

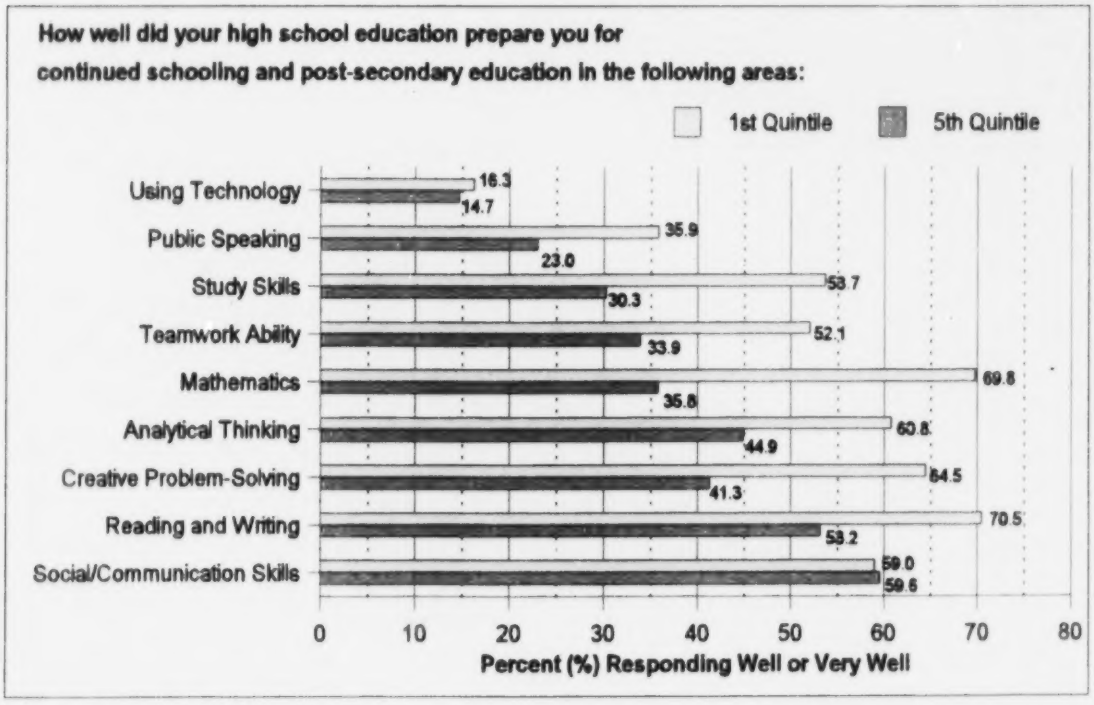


Figure 7: Preparation for Four-Year College, by Class Rank in High School

Did students feel that they were well prepared for two-year and technical schools?

In general, those students who attended two-year or technical schools reported that they were not as well prepared as those students who went on to four-year colleges.[8] In reading and writing skills, 49.4% reported that they were "Well" or "Very Well" prepared, while 38.8% say the same regarding their preparation in mathematics. Those who attended two-year or technical schools stated that they were least well prepared in using technology and study skills, with, respectively, 58.1% and 44.0% of students responding that they were "Poorly" or "Very Poorly" prepared (Table A.7, Page A.5).

Did students feel that they were well prepared for employment?

Students' perceptions of their preparation for employment mirrored their thoughts regarding preparation for higher education. Overall, 57.1% of the Marin County Class of 1990 reported that they were "Well" or "Very Well" prepared for the reading and writing required by their employment. A total of 53.2% reported the same regarding the mathematics required by employment. Students reported that they were least well prepared in using technology and public speaking, with, respectively, 45.3% and 27.3% reporting that they were "Poorly" or "Very Poorly" prepared (Table A.10, Page A.7). There was no statistical difference among responses on this question based on the students' particular fields of employment.

Did students gain valuable work experience during high school?

During high school, 80.1% of all students worked during the school year, including paid and unpaid work, and community service. During the summers, 89.5% of all students worked. It was most common for these jobs to be found through friends and family (37.7%), and 9.0% were found with the help of the students' high school.

Among students working in these jobs, 67.4% reported that the job helped to prepare them for future work in some way, and 51.7% reported that the job motivated them to continue their education.

Part V: Discussion

The preceding sections of this report presented information regarding educational attainment, work experience, and high school preparation for post-secondary education and employment. The intent was to present data in a comprehensive and objective manner, enabling the reader to draw conclusions regarding the meaning of this information. At this point, we would like to supplement the reader's own conclusions with some analyses of our own and describe several trends which we believe to be supported by survey results. These observations are applicable to Marin County as a whole, and reflect findings regarding the entire graduating class of 12 public and private high schools located in Marin County – they may not accurately reflect the situations of graduates at individual high schools.

Two-year and technical colleges play a significant role in educating Marin County graduates

The conventional wisdom regarding Marin County is that high school students go on to four-year college. This belief is rooted in reality, as over 70% of Marin students do, in fact, go on to attend four-year colleges, and over 60% eventually attain a degree from a four-year college. This figure is significantly higher than the national average. However, it is equally noteworthy that over 45% of the County's high school graduates attend, at some point in their post-secondary education, a two-year college or technical school. In other words, although many Marin students are, in fact, headed straight for four-year colleges, it is also true that a significant number of students are not. This suggests that high school education in Marin County is less one-dimensional than many realize, and schools face the difficult challenge of simultaneously addressing the needs of a diverse population.

Education opens doors to employment

The evidence collected in this survey supports the fact that an individual's educational attainment has a significant impact on the spectrum of careers available to that individual. In short, education opens doors by increasing a student's range of career options. As can be seen in Table 7, students with no post-secondary education were heavily concentrated in two fields – construction/landscape and retail. Moreover, these students were more likely to be working in the family business, or in jobs recommended by family or friends (23.1% and 57.7% respectively). Students with degrees from a four-year college, on the other hand, were more likely to have located their own employment, as only 5.1% worked in the family business, and only 35.9% worked in jobs recommended by family or friends. In addition, students who attained degrees from four-year colleges are engaged in a significantly more diverse spectrum of fields, as no more than 13.0% were employed in any one specific field, and 66.8% worked in fields other than education/academia, high-tech/computers, and finance/banking (Table A.5, Page A.4).

Educational Attainment		Most Common Fields of Full-Time Employment	Job in Family Business	Job Recommended by Family or Friends
No Post-Secondary Education	34.6%	Construction/Landscape	23.1%	57.7%
	18.5	Retail		
	9.9	Entertainment		
	37.0	All others		
Attend or Complete Two-Year or Technical College	16.2	Retail	1.7%	23.0%
	12.5	Restaurant/Hotel		
	11.8	Healthcare/Medicine		
	59.5	All others		
Attend (but not complete) Four-Year College	15.1	Entertainment	3.8%	31.1%
	14.2	Restaurant/Hotel		
	13.2	Finance/Banking		
	57.5	All others		
Complete Four-Year College	13.0	Education/Academia	5.1%	35.9%
	12.0	High-Tech/Computers		
	8.2	Finance/Banking		
	66.8	All others		

Table 7: Relationship Between Educational Attainment and Field of Employment

Women are more focused on education and employment than men

Data collected in the survey suggest that women are generally more focused and goal-oriented than men. Upon graduation from high school, the top 20% of the Marin County Class of 1990 was comprised of a higher percentage of females than males. In fact, there were more females than males in the 1st quintile of 10 of the 11 participating co-ed schools,[9] and the 1st quintile of the Marin County Class of 1990 was, overall, 58% women. The 5th quintile, on the other hand, was comprised of only 38% women.[10] Moreover, women had generally attained higher levels of post-secondary education than men, as 66.3% of women, compared to 58.8% of men, had already received a degree from a four-year college.

In addition to their secondary and post-secondary educational achievement, women also appear to be more focused and goal-oriented than men in their selection of a four-year college and their search for full-time employment. A higher percentage of women than men reported that their four-year college's academic reputation, record of job placement, and record of graduate school placement were "Very Important" reasons behind their decision. In their search for full-time employment, women were more likely to have reported that the job's pay was "Very Important."

Post-secondary educational and employment experiences vary according to a student's class rank in high school

Marin County high schools are faced with the challenging task of meeting the needs of both their high achieving and low achieving students. As presented in Table 8, among students graduating in the 1st quintile of the Marin County Class of 1990, 95.0% eventually earned a degree from a four-year institution. These students appear to have been quite focused in regard to education, with 84.5% reporting that the school's academic reputation was a very important reason behind their decision to enroll. In regard to employment, 73.2% reported that it was very important that their job provided the opportunity to explore a potential career.

Students graduating from high school in the 5th quintile, on the other hand, were less likely to graduate from four-year college. Moreover, 5th quintile students appear to use a different set of priorities when making decisions regarding post-secondary education. These students generally selected a post-secondary educational institution based on very practical considerations, including the availability of a specific curriculum or courses, low expenses, and the opportunity to live at home while attending school. They were not as concerned with such issues as the quality of a four-year college's social life.

The fact that students graduating from high school in the 5th quintile were making decisions based on a different set of priorities was also evident in their experiences with post-secondary employment. In general, 5th quintile students found it more important for a job to pay well, and often selected employment that supported them while they pursued other activities.

It would appear, then, that for a variety of reasons students graduating in the 5th quintile make critical decisions regarding post-secondary education and employment based on a different set of priorities than students who graduate in the 1st quintile. This reality should be kept in mind as high schools attempt to match the needs of 5th quintile students – students who perceived that they were not as well prepared as 1st quintile students for post-secondary education and employment. While it is possible that these students failed to take advantage of opportunities which were, in fact, available to them in high school, it is also possible that the support provided was in some ways inadequate. In particular, 5th quintile students enrolling in four-year college perceived that they were not as well prepared as 1st quintile students enrolling in four-year college in reading and writing, mathematics, study skills, public speaking, using technology, and analytical thinking. In fact, the only area in which more 5th quintile students reported that they were better prepared was in social and communication skills. These are skills in which 5th quintile students appear to excel, and schools might benefit from tapping this strength as they attempt to better engage these students in the learning process.

	1st Quintile	5th Quintile
Educational Attainment		
Percent completing four-year college	95.0	19.9
Percent enrolling in two-year or technical school	13.4	73.3
Reasons Given for Selection of Post-Secondary College, Percent Responding "Very Important"*		
Academic reputation	84.5	48.3
Record of job placement	41.6	40.9
A specific curriculum or courses	57.3	63.6
Low expenses	19.2	38.1
Opportunity to live at home while attending school	5.3	26.6
Chance to live away from home	42.9	20.3
Active social life	21.9	11.5
Reasons Given for Selection of Full-Time Employment, Percent Responding "Very Important"		
Supported me so I could do other things	24.4	42.1
Paid well	74.7	87.6
Opportunity to explore a potential career	73.2	61.6

* Includes both students who attended four-year college, and students who enrolled in two-year or technical schools.

Table 8: Comparison of 1st Quintile and 5th Quintile Students' Survey Responses

Concluding remarks

Data collected in this survey paint a general picture of the remarkable progress made by the Marin County Class of 1990, including the fact that 62.6% of the graduates had already attained degrees from four-year colleges. Marin County high schools can justifiably take pride in this success, as a majority of graduates attending four-year colleges reported that their high school prepared them "Well" or "Very Well" in reading, writing, and mathematics. These accomplishments are commendable.

In addition, results of this survey substantiate the efforts that have been made in Marin County and across the nation to integrate the community and the workplace into the classroom. The Marin County Class of 1990 reported that only 9.0% of their high school work experiences were found with the help of their high school. These work experiences are important because over 50% of students who completed paid or unpaid work or community service during high school reported that this experience inspired them to attain further education. Further education, as we

have seen, opens doors to employment: higher education is associated with a wider variety of fields of employment and, in general, fields of employment with higher earning potential. These findings lend credence to the school-to-career movement, which emphasizes the important role that paid or unpaid work or community service can play in the learning process.

Endnotes

1. Due to Branson school policy, only graduates granting special consent to the release of information were able to participate in the survey. This explains the school's relatively low response rate.

2. In general, women more frequently returned surveys than men, and students ranking toward the top of their high school class more frequently returned surveys than those students ranking toward the bottom. Survey responses are thus over-representative of the perceptions and experiences of these two groups. To control for this un-representativeness, and to ensure that the survey reflected the opinions and experiences of the population as a whole, we weighted surveys within schools by gender and academic rank. A "weighted" survey counts in the analysis a number of times equivalent to its weight. Thus a survey with a weight of four counts twice as much as a survey with a weight of two.

   Within each school students were divided into quintiles according to their graduating class rank. Within each of the five quintiles, students were further categorized by gender. In other words, the students within each school were divided into 10 groups, or "strata" (5 quintiles x 2 genders).

   Specifically, standard statistical procedures were used to weight survey responses within strata. Within each strata, the response rate ratio was determined by dividing the total number of surveys returned by students within a particular strata (R), by the total number of students in that strata (N). If this ratio (R/N), was greater than 0.1, then each of the returned surveys was designated a weight equal to (N/R), rounded to the nearest integer. If the ratio of (R/N) was less than 0.1 (for example, one out of 12 surveys were returned, yielding a response rate ratio of 0.083 (1/12)) then that strata's quintile was merged with those around it, within that particular school, until a ratio greater than 0.1 was achieved. This system guaranteed that no individual survey was designated a weight greater than nine.

   For example, San Marin High School had 47 students graduate in the top quintile in 1990, 18 of whom were male, 29 of whom were female. In one strata, 10 of 18 males returned surveys, yielding a response rate ratio of 0.556 (10/18). As this figure is greater than 0.1, each of the returned surveys were then designated a weight of 2, as determined by the value of (18/10) rounded to the nearest integer. Among the women, 16 of 29 surveys were returned, and they were therefore also designated a weight equal to 2.

   All of the strata for San Marin, San Rafael, Marin Catholic, San Domenico, Tamalpais, and Redwood yielded response rate ratios greater than 0.1, meaning that each of these schools are comprised of 10 distinct weighting groups (five quintiles each divided by gender). In the other schools, however, at least one of the strata yielded a response rate

ratio less than 0.1. In order to prevent any particular survey from carrying too much weight, within these schools neighboring strata were merged (within genders), in order to keep response rate ratios greater than 0.1. In Novato High School, for example, only 2 of 30 surveys were returned by 5th quintile males, yielding a response rate ratio of 0.067. Instead of designating these surveys with a weight of 15 (30/2), this strata was merged (for weighting purposes only) with Novato's 4th quintile males, where 6 of 29 surveys were returned. By combining these two strata, we now have 8 of 59 surveys returned, with a response rate ratio of 0.136. Each of these 8 surveys, therefore, was designated a weight equal to 7, or (59/8).

3. Schools participated under the condition that individual student information would remain strictly confidential.

4. U.S. Department of Education. National Center for Education Statistics. *Descriptive Summary Report: With an Essay on Access and Choice in Postsecondary Education.* [National Education Longitudinal Study 1988-1994], NCES 96-175, by Allen Sanderson, Bernard Dugoni, Kenneth Rasinski, and John Taylor. C. Dennis Carroll, project officer. Washington, D.C.: 1996.

5. Ibid.

6. Ibid.

7. The median salary is preferred to the mean, or average, salary due to the fact that the mean salary can be significantly affected by a single individual's earnings. For example, if a single male were to earn one million dollars, the mean salary could conceivably jump to a misleading $50,000. The median salary is therefore considered a more representative figure, as 50% of workers earn below the median salary, and 50% earn above.

8. This is partially explained by the fact that a greater percentage of the students attending two-year/technical college graduated from high school toward the bottom of their class. However, even when class rank is held constant, students attending two-year/technical school report that they were less prepared than those enrolling in four-year institutions.

9. Of the 12 participating schools, 11 are co-educational. The San Domenico Upper School is all female.

10. These figures incorporate the data from the 11 participating co-educational schools (i.e., all participating schools except for the San Domenico Upper School).

Appendices

Appendix A

Compendium of Tables

Appendix A: Compendium of Tables

	Surveys Distributed	Surveys Returned	Response Rate
Total	**1932**	**662**	**34%**
San Marin High School	232	84	36%
Novato High School	240	76	32%
Tomales High School	35	13	37%
Terra Linda High School	154	59	38%
San Rafael High School	198	70	35%
Sir Francis Drake High School	141	47	33%
Redwood High School	326	115	35%
Tamalpais High School	226	70	31%
Marin Academy	76	28	37%
Marin Catholic High School	186	71	38%
San Domenico Upper School	39	13	33%
Branson School	79	16	20%
Males	961	277	29%
Females	971	385	40%
1st Quintile (top 20% of class)	391	206	53%
2nd Quintile	389	166	43%
3rd Quintile	390	110	28%
4th Quintile	392	111	28%
5th Quintile (bottom 20% of class)	350	69	20%

Table A.1: Survey Response Rates

	No Post-Secondary Education	Attend Two-Year College	Complete Two-Year College	Attend Technical College	Complete Technical College	Attend Four-Year College	Complete Four-Year College	Attend/Complete Graduate School
All Students	5.7%	8.6	6.3	1.2	3.8	11.8	45.0	17.6
Males	7.8	10.7	7.2	2.1	2.5	11.0	46.0	12.8
Females	3.7	6.6	5.4	0.3	5.1	12.7	44.2	22.1
1st Quintile	0.5	0.0	0.5	0.0	0.5	3.6	62.0	33.0
2nd Quintile	1.6	5.2	1.3	0.0	0.5	10.9	59.3	21.2
3rd Quintile	6.5	7.9	4.6	1.4	1.4	15.2	46.7	16.3
4th Quintile	8.9	10.0	11.6	2.9	3.8	16.7	33.9	12.3
5th Quintile	12.3	23.0	14.7	1.5	15.0	13.5	18.7	1.2

Note: Rows sum to 100%.

Table A.2: Educational Attainment

	Percent Responding Very Important, Somewhat Important, and Not Important					
	Males			Females		
	VI	SI	NI	VI	SI	NI
Reputation of academics	68.4	25.6	6.0	77.4	20.6	2.0
A specific curriculum	52.6	36.1	11.3	62.2	31.1	6.4
Location of school	45.0	41.9	13.1	52.5	40.5	6.9
Chance to live away from home	38.5	34.1	27.4	44.4	31.1	24.5
Record of job placement	39.3	38.7	21.9	43.6	40.4	16.0
Record of graduate school placement	24.6	36.7	38.7	30.2	41.5	28.3
Size of the school	19.2	48.7	32.0	26.9	49.0	24.1
Low expenses	17.1	49.5	33.4	27.0	38.5	34.5
Availability of financial aid	16.7	23.4	59.9	27.1	19.9	52.9
Active social life at school	20.9	46.5	32.6	19.3	50.4	30.3
Low-crime environment	14.0	39.6	46.3	19.7	44.9	35.4
Ability to live at home	7.8	8.5	83.8	9.7	10.9	79.4
Reputation of athletics	10.3	17.0	72.7	6.4	12.6	80.9
Ethnic composition of school	2.1	31.6	66.3	11.2	40.0	48.7
Easy admission standards	5.4	23.7	70.9	7.4	25.3	67.3
Same school as friends	3.9	15.2	80.9	4.9	10.6	84.5
A religious environment	1.5	3.4	95.1	1.9	5.7	92.4
Same school as parents	2.4	5.5	92.1	0.3	3.9	95.8

Table A.3: Reasons Given for Selection of Four-Year College, by Gender

	Percent Responding Very Important	Percent Responding Somewhat Important	Percent Responding Not Important
A specific curriculum	61.3	30.1	8.6
Reputation of academics	56.2	28.8	15.0
Location of school	48.2	37.5	14.3
Low expenses	37.2	43.3	19.6
Record of job placement	33.1	40.4	26.5
Ability to live at home	26.7	22.7	50.6
Chance to live away from home	25.6	23.4	51.1
Availability of financial aid	24.6	25.3	50.2
Low-crime environment	19.2	36.9	43.8
Easy admission standards	18.4	32.1	49.5
Ethnic composition of school	7.0	29.6	63.4

Table A.4: Reasons Given for Selection of Two-Year or Technical College

	All Students	Males	Females	No Post-Secondary Education	Two-Year/ Technical College	Attend Four-Year College	Complete Four-Year College
Retail	10.4%	5.5	15.4	18.5	16.2	12.3	7.5
High-Tech	9.9	12.1	7.6	0.0	6.1	7.5	12.0
Education	9.9	5.2	14.6	0.0	4.4	6.6	13.0
Finance	7.5	7.3	7.6	3.7	4.4	13.2	8.2
Entertainment	7.3	7.9	6.6	9.9	6.4	15.1	6.4
Restaurant	7.2	8.1	6.3	4.9	12.5	14.2	4.8
Construction	5.3	9.8	0.7	34.6	4.7	0.0	3.5
Healthcare	5.2	1.6	8.9	3.7	11.8	0.0	3.8
Public Sector	4.9	4.8	5.0	0.0	2.4	9.4	5.6
Law	3.2	3.2	3.2	3.7	0.0	0.0	8.2
Real Estate	2.8	2.7	2.8	0.0	2.0	2.8	3.3
Other	26.4	31.8	21.3	21.0	29.1	18.9	23.7

Table A.5: Fields of Full-Time Employment

	Percent Responding Very Important, Somewhat Important, and Not Important					
	Males			Females		
	VI	SI	NI	VI	SI	NI
Job was interesting	66.6	26.8	6.6	69.3	25.9	4.8
Chance to explore potential career	65.0	21.0	14.0	65.7	22.3	12.0
Job was fun	56.3	35.9	7.8	62.7	31.5	5.9
Paid well	36.6	45.1	18.3	44.9	39.7	15.4
Supported me so I could do other things	33.7	33.3	33.0	41.3	28.8	29.9
Made a positive contribution to society	30.4	31.4	38.2	34.0	38.5	27.5

Table A.6: Reasons Given for Selection of Full-Time Employment, by Gender

	Percent Responding Very Poorly or Poorly, Adequately, or Well or Very Well					
	Students Enrolled in Four-Year Colleges			Students Enrolled in Two-Year/Technical College		
	VP or P	A	W or VW	VP or P	A	W or VW
Using Technology	53.3	27.3	19.4	58.1	23.7	18.2
Public Speaking	33.5	30.8	35.7	42.6	29.3	28.1
Study Skills	28.1	30.1	41.8	44.0	30.5	25.5
Teamwork Ability	18.3	32.0	49.7	31.3	32.3	36.5
Mathematics	17.5	28.5	54.0	26.4	34.8	38.9
Analytical Thinking	13.6	28.4	58.0	26.2	36.2	37.6
Creative Problem-Solving	12.4	28.4	59.2	22.9	35.0	42.0
Reading and Writing	11.7	24.0	64.3	18.7	31.9	49.4
Social/Communication Skills	10.1	28.1	61.8	17.0	32.7	50.3

Table A.7: Preparation for Four-Year and Two-Year College

	Percent Responding Very Poorly or Poorly, Adequately, or Well or Very Well					
	Males			Females		
	VP or P	A	W or VW	VP or P	A	W or VW
Using Technology	49.3	27.9	22.9	56.7	26.8	16.5
Public Speaking	32.8	29.8	37.4	34.1	31.7	34.2
Study Skills	30.3	35.5	34.3	26.3	25.5	48.2
Teamwork Ability	17.5	36.6	45.8	18.9	28.0	53.0
Mathematics	13.3	29.2	57.4	21.0	27.9	51.1
Analytical Thinking	12.2	28.8	59.1	14.9	28.0	57.1
Creative Problem-Solving	10.7	31.6	57.7	13.8	25.8	60.5
Reading and Writing	13.9	28.2	57.9	9.8	20.5	69.7
Social/Communication Skills	10.5	28.9	60.5	9.7	27.4	62.9

Table A.8: Preparation for Four-Year College, by Gender

	Percent Responding Very Poorly or Poorly, Adequately, or Well or Very Well					
	1st Quintile (top 20%)			5th Quintile (bottom 20%)		
	VP or P	A	W or VW	VP or P	A	W or VW
Using Technology	51.2	32.5	16.3	70.6	14.7	14.7
Public Speaking	27.0	37.1	35.9	44.0	33.0	23.0
Study Skills	17.5	28.8	53.7	38.5	31.2	30.3
Teamwork Ability	13.8	34.1	52.1	32.1	34.0	33.9
Mathematics	8.8	21.4	69.8	25.7	38.5	35.8
Analytical Thinking	8.8	30.4	60.8	19.3	35.8	44.9
Creative Problem-Solving	7.4	28.1	64.5	5.5	53.2	41.3
Reading and Writing	6.5	23.0	70.5	10.1	36.7	53.2
Social/Communication Skills	10.6	30.4	59.0	16.5	23.9	59.6

Table A.9: Preparation for Four-Year College, by Class Rank in High School

	Percent Responding Very Poorly or Poorly	Percent Responding Adequately	Percent Responding Well or Very Well
Using Technology	45.3	31.6	23.1
Public Speaking	27.3	33.5	39.2
Study Skills	26.0	35.0	39.0
Teamwork Ability	18.9	29.9	51.1
Mathematics	14.7	32.1	53.2
Analytical Thinking	15.4	32.9	51.7
Creative Problem-Solving	14.2	31.7	54.1
Reading & Writing	11.8	31.1	57.1
Social/Communication Skills	13.8	27.6	58.6

Table A.10: Preparation for Employment

Appendix B

Survey Instrument

What's Happening with the Marin County Class of 1990?

Please answer the following questions by circling or writing down the appropriate response.

1. Did you work for pay during the first week of November, 1996? ..... Yes No

IF YES, please answer the following questions for that job.

IF NO, please answer the following questions for your last paid job.

a) What month and year did you start this job? ..... Month _____ Year _____

b) What month and year did you stop this job? ..... Month _____ Year _____ I'm still working in it.

c) Did you work:
a) less than 20 hours/week b) 20-34.9 hours/wk c) 35 hours/wk or more

d) How does this compare to how much you usually work?
a) about the same b) less than usual c) more than usual

e) What was your job title (e.g., computer programmer, waitress, salesperson, management trainee, construction worker, etc.)?_____

f) In what kind of business or industry was that job (e.g., retail store, restaurant, law office, trucking company, etc.)?

_____What does this firm do? _____

g) What was your gross pay? **(ANSWER ONLY ONCE: e.g., $1500/month.)**

$_____/hour **or** $_____/week **or** $_____/month **or** $_____/year

2. How important was each of the following in accepting that job? **(CIRCLE ONE ON EACH LINE.)**

	Very Important	Somewhat Important	Not Important
a) Supported me so I could do more important things (go to school, play music, surf, etc.)	A	B	C
b) Provided me with a chance to explore a potential career.	A	B	C
c) Allowed me to make a positive contribution to society.	A	B	C
d) Served as an initial step toward advancement in a chosen field. ..	A	B	C
e) Paid well.	A	B	C
f) Job was interesting.	A	B	C
g) Job was fun.	A	B	C

h) Was the job part of your family's business? ..... Yes No

i) Was the job recommended by family or friends? ..... Yes No

To thank you, we will send a contribution of $3.00 in your name to your high school when we receive your survey.

3. What type of educational institution(s) have you attended since graduating from high school?

(IF NONE: Please skip to question 6.)

a) Two-year college? ..... Yes No
If yes, how many two-year colleges? _____
Degree(s) completed (e.g., A.A., A.S.) _____
Subject area(s) _____
Name of license or certificate received _____
OR Units completed _____
OR Classes completed _____
CIRCLE: public private in California outside California

b) Technical or trade school? ..... Yes No
If yes, how many technical or trade schools? _____
Name of license or certificate received _____
Subject area(s) _____
OR Units completed? _____
OR Classes completed? _____
CIRCLE: public private in California outside California

c) Four-year undergraduate college? ..... Yes No
If yes, how many four-year undergraduate colleges? _____
Degree(s) completed (e.g., B.A., B.S.) _____
Subject area(s) _____
OR Units completed _____
OR Classes completed _____
CIRCLE: public private in California outside California

d) Graduate or professional schools? ..... Yes No
If yes, how many graduate or professional schools? _____
Degree(s) completed (e.g., M.A., M.S., M.S.W., M.ED., etc.) _____
Subject area(s) _____
OR Units completed _____
OR Classes completed _____
CIRCLE: public private in California outside California

e) Other educational institution (please describe) _____

4. How important is, or was, each of the following in choosing the educational institution(s) described above in question #3? **(CIRCLE ONE ON EACH LINE.)**	Very Important	Somewhat Important	Not Important
a) Low expenses (tuition, books, room & board)	A	B	C
b) Availability of financial aid (e.g., loan, scholarship, or grant)	A	B	C
c) Availability of specific curriculum or courses	A	B	C
d) Strong reputation of school's athletic programs	A	B	C
e) Active social life at the school	A	B	C
f) Ability to attend school while living at home	A	B	C
g) A chance to live away from home	A	B	C
h) A religious environment	A	B	C
i) A low-crime environment	A	B	C
j) A good record for placing graduates in graduate school	A	B	C
k) A good record for placing graduates in jobs	A	B	C

4. (cont.) How important is, or was, each of the following in choosing the educational institution(s) described above in question #3? **(CIRCLE ONE ON EACH LINE.)**	Very Important	Somewhat Important	Not Important
l) Strong reputation of its academic programs	A	B	C
m) Easy admission standards	A	B	C
n) Program that will enable me to get a job in my chosen field	A	B	C
o) Racial/ethnic composition of the school	A	B	C
p) Size of the school	A	B	C
q) Geographic location of the school	A	B	C
r) Ability to attend the same school my parents attended	A	B	C
s) Ability to attend the same school my friends or siblings attend	A	B	C

5. How well did your high school prepare you for **continued schooling and education** in the following areas?	Very Well	Well	Adequately	Poorly	Very Poorly
a) Reading and writing	A	B	C	D	E
b) Mathematics	A	B	C	D	E
c) Creative problem-solving	A	B	C	D	E
d) Analytical thinking	A	B	C	D	E
e) Study skills	A	B	C	D	E
f) Public speaking	A	B	C	D	E
g) Teamwork ability	A	B	C	D	E
h) Social/communication skills	A	B	C	D	E
i) Using technology	A	B	C	D	E

6. How well did your high school prepare you for the **job described in question # 1** in the following areas?	Very Well	Well	Adequately	Poorly	Very Poorly
a) I have not worked since graduating from high school _____					
b) Reading and writing	A	B	C	D	E
c) Mathematics	A	B	C	D	E
d) Creative problem-solving	A	B	C	D	E
e) Analytical thinking	A	B	C	D	E
f) Study skills	A	B	C	D	E
g) Public speaking	A	B	C	D	E
h) Teamwork ability	A	B	C	D	E
i) Social/communication skills	A	B	C	D	E
j) Using technology	A	B	C	D	E

7. Did you have a job or work experiences (e.g., paid work, unpaid work outside the home, community service, internship) **during the school year** while in high school? ..... Yes No # of jobs _____

8. Did you have a job or work experiences (e.g., paid work, unpaid work outside the home, community service, internship) **during the summer** while in high school? ..... Yes No # of jobs _____

9. Were any of these jobs or work experiences arranged by a high school teacher or staff member? .... Yes No

If not, describe how you found the job(s)? _____

_____

10. Did any of these jobs or work experiences prepare you for **future work**? ..... Yes No

What was the job? _____ In what ways? _____

_____

11. Did any of these jobs or work experiences motivate you to **continue your education or training**? .. Yes No

What was the job? _____In what ways? _____

_____

12. If you did not have a job or work experience during high school, what type of job or work experience would have helped prepare you for the future? _____

_____

13. Do you have plans to continue your education or training **within the next two years**? ..... Yes No

If so, what are they? _____

14. How many jobs have you had since leaving high school? ..... _____

15. How many different occupations (e.g., teacher, carpenter) do you expect to hold before you retire? . _____

16. How many different employers (including yourself) do you expect to work for before you retire? ... _____

17. What is your current zip code? ..... _____

18. Do you think you will be living in Marin County when you are 30? ..... Yes No

19. Are you ..... Male Female

20. What is your background?

a) White	b) Latino	c) African American	d) Chinese
e) Korean	f) S.E. Asian	g) Filipino	h) Other_____

21. If you are willing to talk with us about your post-high school experiences, please put your phone number here:
(____) _____

22. We would like to learn about your career 5 years from now. Please give us an address where you can always be reached_____

THANK YOU! Return this survey in the enclosed, postage-paid envelope and we will send a contribution of $3.00 in your name to your high school.